

**NTSB Forum
Driver Education and Training
State Program Panel**

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State Program Update-Oregon

It is a pleasure to be invited and share my thoughts on the Oregon driver education program. The need to expand and greatly improve driver education in Oregon has been a priority for the last several years. We, however, face many challenges just like the rest of the country. We have school funding issues, an increased teen population coupled with a teacher shortage and a tightening economy. We must have national/state financial and leadership support to standardize a comprehensive system for both public and private driver education programs in the following areas.

- Teacher staffing, training and certification.
- Program coordination and oversight including course structure, time allotment and criteria for successful course completion.
- Curriculum standards and guidelines, course content with student performance measures.
- Technology and methods of instruction.
- Student/Teacher evaluation.
- Parent Involvement.

Three main themes have been used in Oregon recently to describe the challenges of the Driver Education Program. I'll discuss key issues in each of the three themes. They include:

- **Oregon: "Things Look Different Here"**
- **Oregon Driver Education- "The Future is Bright"**
- **Quality Driver Education "The Vision for Reaching More"**

Oregon: Things Look Different Here

This is a promotional motto for the Oregon Tourism Commission attempting to attract visitors to our great state. Things do look different in the Oregon driver education program. What makes driver education look different in Oregon than other state's driver education programs?

In 1999, the Legislature transferred the driver education program responsibilities from the Department of Education to the Oregon Department of Transportation (ODOT). Education in a sense plays an enabling function by focusing on the

people who use the highway transportation system. Driver education functions to support both systems of education and transportation. Competent and responsible use of the highway transportation system is too important to be learned by chance or in a haphazard way. Driver education has been identified as an important traffic safety countermeasure.

- The Transportation Safety Division (TSD) of the Oregon Department of Transportation (ODOT) created an Action Plan for Change (Appendix A). This plan created four task forces: Curriculum standards, teacher standards, operation, and public outreach. The plan's results provided the necessary leadership to begin changing how a quality statewide driver education program is being implemented.
- Driver Education program administration is under the direct supervision of the Transportation Safety Division Administrator, ODOT, i.e., Governor's Highway Safety Office. The Driver Education Performance Plan is a component of the Oregon Performance Plan submitted annually to the National Highway Traffic Safety Administration for approval. (Appendix B). This plan is the guiding force for holding the system accountable and making improvements.
- ODOT-TSD conducts two telephone public surveys tracking public attitudes and knowledge regarding traffic safety issues. Recent driver education questions include:
 - Do you believe driver education should be required course in HS?
Yes 92%
 - How much training do you believe should be required for driver educator instructors?
47% indicated more 200-400 hours of training
 - How many hours of driver education do you believe students should be taught?
Mean number of hours-70 hours (Appendix C)
- Oregon legislature created a funding source through increased driver licensing fees to support a reimbursement program to public providers in high schools, community colleges and educational service districts. Only 33% of the eligible students complete a formal driver education program. Parents teach two thirds of the new drivers under the age of 18.
- Oregon's Graduated Driver Licensing law provides two options for a person under the age of 18 to obtain a license.
 - Parents are able to teach their child how to drive by providing 100 hours of practice driving over a minimum of six-month period prior

to obtaining a license. As a part of this parent taught program, ODOT TSD has provided a training manual for both parents and young driver.

- The second method for a person under the age of 18 is to complete an approved ODOT driver education course consisting of 30 hours of classroom, six hours of behind the wheel and six hours of observation as well as complete 50 hours of practice with a parent or guardian.
- The ODOT-TSD created a partnership with Western Oregon University and the American Driver and Traffic Safety Education Association to train a group of instructors that would train others. This system provides teacher training to the existing driver education teachers and instructors. Training and curriculum standards are constantly being modified and revised based upon current “best practices” in driver education and training. Presently, the National Institute for Driver Behavior’s Driver Risk Prevention Curriculum CD is being used as a model.
- Oregon is the second state in the country to complete a NHTSA youth assessment. The assessment looked at ways to improve transportation safety for youth. One of the priorities determined by the panel of experts was to study the effectiveness of various components of graduated driver licensing and driver education.
- Three statewide advisory groups review the driver education program performance plan and provide oversight and input to making improvements in the system. They are the Driver Education Advisory Committee, the Oregon Transportation Safety Committee and ODOT Traffic Commission.
- Oregon’s death rate from motor vehicle crashes is the lowest since 1956. Last year 436 Oregonians lost their lives in motor vehicle crashes. Fifty-nine individuals under the age of 20 were killed in motor vehicle crashes. The crash rate is 51% lower than the national average. The general statewide crash rate is 1.26 compared to the national rate of 1.56. (Appendix D)

Oregon Driver Education- The Future is Bright

- The funding for reimbursement of \$150 per student completing an approved public provider program is solvent through 2008.
- Performance goals for the driver education program are established by TSD staff, taking into consideration data sources that are reliable, readily available, and reasonable as representing outcomes of the program.

Performance measures incorporate elements of the Oregon Benchmarks, Oregon Transportation Safety Action Plan, the Safety Management System, and nationally recognized measures. Both long-range (by the year 2005) and short-range (current year) measures are utilized and updated annually.

- The state is subsidizing the training of all teachers in driver education in Oregon. Approximately 700 existing teachers/instructors are in the process of completing the new training requirements. ODOT-TSD has obligated a significant amount to help defer the expense of either two or three courses. Presently, no formal driver education training is required to teach driver education in Oregon public schools except having a teaching certificate and credential. The new requirements will take effect September, 2004.
- Two research studies conducted in Oregon are looking at the various components of GDL to determine their effectiveness including driver education elements. NHTSA and AAA Foundation for Traffic Safety are the granting research agencies.
- A self-assessment tool is being used to help teachers/administrators review their program status and create an improvement plan.
- In cooperation with the Oregon Traffic Safety Education Association, a model parent involvement resource guide was developed. It has been disseminated to all approved programs helping teachers engage parents as partners in the development of lifelong driver learners. (Available on the web at http://www.odot.state.or.us/transafety/Driver_Ed.htm)
- Improvements in Driver Education programming must utilize the nine characteristics of high performing schools as a benchmark for improvement. (Appendix E)
- The State has established a system for ongoing training to update teachers. It requires a component of in-service training every two years for driver education teachers in the public and private sector beginning in September 2004.
- As a part of the curriculum guidelines Oregon is using the model curriculum guide created by the National Institute for Driver Behavior. This curriculum has a philosophy, scope and sequence, student outcomes, teacher activities, assessment of program and student performances. These outcomes include the structure with a simple to complex organization of risk prevention behaviors presented for a concurrent and sequential classroom and in-vehicle program. This curriculum is based on one developed for the state of Vermont which includes the use of zone control driving, reference points, targeting skills, effective use of vision for

vehicle balance control and other methods for teaching risk prevention driving techniques.

- Oregon will be hosting the 2004 American Driver and Traffic Safety Education Association in Portland, Oregon July 25-29, 2004.

The Vision for Reaching More

- Oregon needs to carry out the elements of the vision plan for reaching more. All states wanting to improve driver education need to create a vision statement with specific goals and strategies with measurable outcomes. (Appendix F)
- There needs to be student standards with high expectations with what students should know and be able to perform.
- There should be teacher competencies and established training standards for both public and private providers of driver education in Oregon and throughout the country.
- Driver Education needs to continue to fuel change with data driven research.
- Driver Education needs to guarantee children and their families the support they need to be successful.
- Driver Education needs to engage public support for the changes that are needed.
- Driver Education needs to fuel change with high quality professional development for improving instructors' teaching competencies.
- Driver Education needs to hold the system accountable for student learning. The state's driving exam, supported by the American Association of Motor Vehicle Administrators needs to be in alignment with the minimum standards of driving performance as indicated by the American Driver and Traffic Safety Education Association and the National Institute for Driver Behavior.
- Driver education programs need to partner with parents, local business and community services to support lifelong driver learning.
- Driver and traffic safety education must restructure so that every student becomes a competent, caring, productive, and responsible TSE citizen who is committed to improving driver performance throughout life.

Conclusion

On the top of the Oregon Capitol there in gleaming gold leaf, stands the Gold Pioneer. I believe that the Oregon Driver Education Program resembles the characteristics of a paradigm pioneer. Paradigms are patterns of behavior and the rules and regulations used to construct those patterns. Those patterns first establish boundaries and direct us on how to solve problems. Three characteristics of a paradigm pioneer are intuition, courage and commitment for the long term. Intuition is the ability to make good decisions with incomplete information. Courage is the second attribute of a paradigm pioneer; it is the willingness to move forward in the face of great risk and the last characteristic is commitment to the long term. Next year Oregon will be celebrating the 200th year anniversary of the Lewis and Clark expedition. Certainly they were paradigm pioneers in their day. Relative to driver education, the members of this forum are true paradigm pioneers of today.

As we look at the driver and traffic safety education program, we need to reinvent quality driver education by focusing, creating and financially supporting new standards of performance for student learning, curriculum, teacher training, program administration, student and program assessment, and parent involvement.

Thank you for this opportunity to share my perspective concerning the status of driver education and ways to improve driver education.

Appendix A

Driver Education in Oregon:

**An Action Plan for
Change**

A proposal for the Oregon Transportation Safety Committee

**Transportation Safety Division
Oregon Department of Transportation
September 14, 1999**

Summary of Recommendations

Task Forces

Four Task Forces working on various aspects of the driver education program

- Curriculum Task Force
- Instructor Standards and Certification Task Force
- Operations Task Force
- Public Outreach Task Force

Town Hall Meetings

Five to six town hall style meetings to allow public input into the overall approach. The meetings will include information sharing and gathering portions. Each meeting will include site specific information, and will be held in the evening for the convenience of the public. The initial proposed locations include:

- Portland Metro Area – Tualatin High - November 16
- Portland Metro Area – Clackamas Community College – November 30
- Salem/Albany Area – Chemeketa Community College – November 19
- Medford/ Klamath Falls – Rogue Community College – November 23
- Bend/Redmond – Central Oregon Community College – November 18
- Eugene – Lane Community College – December 2

Administrative Rules

A management plan for the establishment of emergency and final rules is under development. An interface between the Task Forces and Town Halls will lead to the development of quality emergency and final administrative rules.

Legislative Emergency Board

Through an oversight, House Bill 2440 did not go through the Ways and Means committee of the 1999 Legislature. The Department will submit a Legislative Emergency Board proposal for the staff and funding issues, and to fully implement HB 2440.

Impacting Legislation

There are a number of legislative initiatives from the 1999 Session that impact driver education in some manner. They include:

- The change from a four to an eight year driver licensing cycle.
- The additional one dollar driver license fee for driver education programs.
- Mandatory school attendance to retain provisional license.

Task Forces

The goal of the task forces will be to identify new issues, and to more fully develop the issues and items identified by the participants in the earlier legislative workshops. The task forces will have the challenge of suggesting general operating principles for the program and recommendations for the smooth transition of the program from the Department of Education (ODE) to the Transportation Safety Division (TSD). The taskforces will work to establish a set of recommendations for possible inclusion in emergency administrative rules. The task force members will be asked to consider National Standards and other state's programs.

The general principles behind staffing the task forces are as follows:

- Oregon Transportation Safety Committee Member in each committee, serving as chair
- TSD staff member assigned to each committee
- Public driver education provider (2)
- Commercial driver education representative
- Driver and Motor Vehicle Services (DMV) Representative
- Three Subject Experts, varying by topic

With the following added as necessary:

- Insurance representative
- Department of Education Representative

Curriculum Task Force

Chair: Marian Owens
Staff: Stan Porter
Del Freeman

Public Outreach Task Force

Chair: Dr. John Tongue
Staff: Walter McAllister
Turner & Beckstrom,
ODOT Communications
Gard Strang Rep.

Instructor Standards and Certification Task Force

Chair: Mark Koberstein
Staff: Stan Porter
Del Freeman
DMV
Western Oregon
University

Operations Task Force

Chair: Don Harwell
Staff: Troy E. Costales/
Operations Manager
Steve Garrets, Team
Oregon

Town Hall Meetings

The town hall meeting concept was selected as a way to get the public involved in the process of developing the standards and practices for driver education in it's new home at the Department of Transportation. The goal of these meetings will be to provide accurate information about what is being proposed, gather feedback about the proposals, and to gather ideas and information about the unique challenges to the community where the town hall meeting is performed.

Format

The proposed format for the town hall meetings will be as follows:

- 7 p.m. to 9 p.m. in the evening
- Convenient, spacious location
- Oregon Transportation Safety Committee Member in attendance where practical
- Oregon Traffic Safety Education Association board member in attendance when possible
- Invited guests will include law enforcement and legislators

Agenda

1st half-hour – Law changes

2nd half hour – Status of Driver Education at ODOT

Remaining Hour – Moderated Question and Answer Session

Proposed Locations

- Portland Metro Area – Tualatin High - November 16
- Portland Metro Area – Clackamas Community College – November 30
- Salem/Albany Area – Chemeketa Community College – November 19
- Medford/ Klamath Falls – Rogue Community College – November 23
- Bend/Redmond – Central Oregon Community College – November 18
- Eugene – Lane Community College – December 2

Administrative Rules

We can begin the process of developing the necessary rules, but will not have authority to take action until March 1, 2000.

There are essentially four areas where the Department will need to examine the need for administrative rules:

- Standards for acceptable driver education curricula for licensing purposes,
- Standards for acceptable driver education curricula for reimbursement purposes,
- Standards for driver education instructors,
- Standards for operational and financial issues (reimbursement procedures and qualification criteria).

Administrative Rules Estimated Timeline

October 1999	Task Forces begin meeting, discuss best practices
February 2000	Finalized materials prepared for OTSC, OTC Review
March 1, 2000	OTC receives authority to adopt rules
	Temporary Rule Filed (This serves as the interim rule)
	Formal Rule Development, Hearings process begins
September 1, 2000	Final Rule Adoption Deadline

Legislative Emergency Board

House Bill 2440 did not go through the Ways and Means committee of the 1999 Legislative Session. The Department will be required to submit a Legislative Emergency Board proposal for the staff and financial issues to address funding issues in order to fully implement HB 2440.

Request

An Emergency Board Request for financial and position changes called for in HB 2440.

Staff

To take effect on March 1, 2000, the Department will be requesting .50 FTE (Full Time Equivalent) that is equivalent to the current position at the Department of Education, and .50 FTE new position authorization by the Legislature.

Budget

The Department will be requesting a biennial operational budget of \$150,000
The Department will be requesting the transfer of the public school reimbursement funds totaling approximately \$2,600,000 from the Department of Education.

Impacting Legislation

SB 487

Requires Proof of School Attendance

This law requires that proof of school attendance, or other educational progress before the Oregon Department of Transportation (ODOT) may issue a driver's license to persons under the age of 18, and cites specific examples of acceptable proof. The law further provides that school districts or private schools may notify ODOT when a student withdraws from school. Thirty days after a school gives notice of a student's withdrawal; ODOT is directed to suspend the person's license, unless new school attendance documentation is provided. Implemented at the discretion of each school, or district.

SB 1118

Adds additional funds for Driver Education

The Student Driver Training Fund currently receives \$2 from driver license fees. Each school or facility that provides driver education is reimbursed up to \$150 from this fund for every student who completes a course. More students are completing the course than the fund can cover at \$150 each. SB1118 increases the fund fee to \$3 per license in order to adequately reimburse driver education programs. The Student Driver Training Fund fee is part of the fee for a new driver license, and renewal, that every driver pays.

SB 2193

Extends the Driver Licensing Cycle to Eight Years

This law changes the period for which driver license and other documents are valid from four to eight years. It authorizes the Department of Transportation to adopt rules for transition to an eight-year cycle. The law doubles the fee for the affected documents, to reflect the doubling of the effective time span. The law prescribes an operative date of October 1, 2000.

Driver Education Implementation Time Line

Transportation Safety Division staff has prepared a summary timeline of events for implementation of HB2440. While the list is not all-inclusive, it serves as a guide for action.

October 8, 1999	Letter to Schools, Instructors informing them of the Town Halls
October 22, 1999	Town Hall Dates and Locations Finalized
October 22, 1999	Task Forces Tasks Identified
October 31, 1999	Emergency Board Preparation
November 1, 1999 to December 31, 1999	Task Forces Formed, Meeting
February 1, 2000	Prepare for Temporary Rule – work with Oregon Transportation Commission
March 1, 2000	New Law, HB2440 takes effect, Temporary Rule Adoption
March 1, 2000	Staff and Budget effective date
September 1, 2000	Final Administrative Rule work should be completed

Appendix B

2004 Oregon Traffic Safety Performance Plan Driver Education

The Problem

- Pursuant to an audit of the use of state highway funds, the Office of the Attorney General requested changes in the criteria for determining which students qualify for State Driver Education Reimbursement Funds through the public school system.
- There is a need for an advisory committee for the Driver Education Program that consists of representatives from all areas of the Driver Education Program.
- There is a statewide need for more qualified driver education instructors. Western Oregon University has created instructor preparation courses: Classroom, Behind-The-Wheel and the Basic Foundation. A need exists to provide this training on a regional basis and to monitor instructors.
- Last year, approximately 12,000 students took driver education through the public schools, and approximately 2,766 students took driver education through a private vendor. At this time, there are over 45,000 sophomores enrolled in Oregon schools that will potentially need Driver Education in the near future.
- Private Driver Education vendors do not teach from the same curriculum. Private vendors teaching 15, 16, and 17 year olds must submit their curriculum to ODOT TSD for pre-approval.

Driver Education in Oregon 1998-2003

	98-99	99-00	00-01	01-02	02-03	% Change 1998-2002
Sophomores enrolled in Oregon Schools	43,201	45,619	44,000	41,468	45,605	5.6%
Public Schools Teaching Driver Education	124	128	120	120	112	-9.7%
Community Colleges Teaching Driver Education	17	7	7	7	9	-47.1%
Commercial Vendors Teaching Driver Training	26	23	25	25	16	-38.5%
Public School Driver Education Students	12,000	11,721	11,318	11,782	11,782	-1.8%
Private School Driver Training Students	Unknown	Unknown	Unknown	1,140	Unknown	
Students that did not receive Driver Education Training	27,201	29,898	28,682	28,526	30,327	11.5%

Data Source: Oregon Department of Education and ODOT-TSD

Goal

- Implement consistent, statewide program standards for the driver education program, curriculum and the driver education instructor by August 30, 2004.
- Explore with the Oregon Legislature the possibility of requiring driver education during the 2005 legislative session.

Performance Measures

- Complete training of 300 driver education teachers by July 31, 2004.
- Explore conducting a new Master Trainer Course for twelve participants by December 31, 2004.
- Monitor Master Trainer instructors and conduct two Master Trainer workshops by December 31, 2004.
- Distribute Driver Education Reimbursement funds by October 31, 2004.
- Update web tool for Transportation Safety Division and school use facilitating changes in student qualification in school district reimbursement process by December 31, 2004.
- Select an advisory committee for driver education program by December 2004.
- Evaluate the effectiveness of the elements of the Oregon graduated driver licensing law by December 31, 2004.
- Host the national American Driver and Traffic Safety Education Association Conference in Portland by December 31, 2004.
- Revise Oregon Administrative Rule Division 15, 737-015-0010 by December 31, 2003.
- Publish quarterly newsletter, "The Vision for Reaching More..."
- Promote research-based "best practices" in Driver and Traffic Safety Education.

Strategies

- Develop and maintain a mailing database for all schools and private vendors teaching Driver Education.
- Facilitate the advisory committee to support quality Driver Education in Oregon.
- Continue implementation of statewide curriculum standard and teacher qualification changes.
- Develop web tool that integrates DMV licensing information into course completion tracking for students of schools involved in the reimbursement process.
- Develop tracking system and database to collect and maintain information on driver education program providers as well as instructors as they complete courses required by September of 2004, as stated in Oregon Administrative Rules.
- Develop a plan to work with selected driver education providers and National Institute of Driver Behavior to create a model driver risk prevention pilot project utilizing the NIDB standards.
- Develop database to track Master Trainer activity as they provide training for front line teachers throughout the state.
- Develop and support a campaign to promote the national ADTSEA Conference being held in Portland in 2004.
- Continue to work with NHTSA and ODOT Research Division to conduct a research study to review the elements of the Oregon's GDL.

Appendix C

TSE Telephone Survey Results

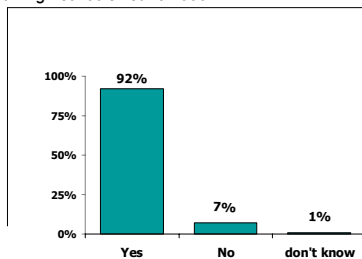
Research Methodology

- Telephone interviewing with 1,000 randomly selected respondents distributed as follows in the five Oregon Department of Transportation regions as follows:

Geographic Region	Sample Size
Region 1	400
Region 2	200
Region 3	200
Region 4	100
Region 5	100

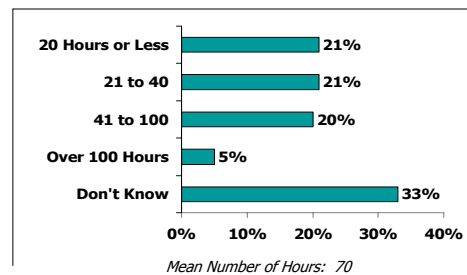
Traffic Safety Education Requirement

Question: Do you believe driver education should be a required course in all high schools? June 1999



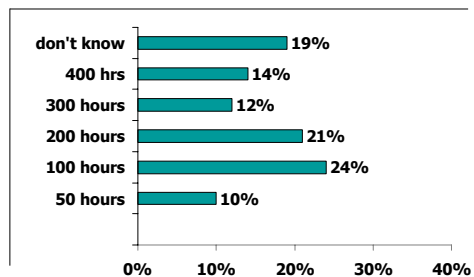
Driver Education in High School

Question: How many hours of driver's education do you believe should be taught to students in high school?



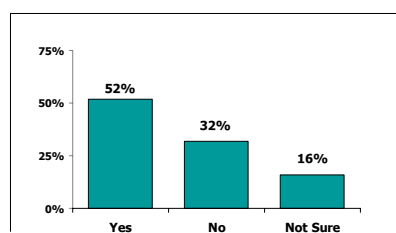
Driver Education in High School

Question: How much training do you believe should be required for driver education instructors? May 2002



Traffic Safety Education at School

Question: Has your child taken a traffic safety education program at school? (Based on respondents with children.)



Appendix D

2002 Oregon Fatalities and Injuries by Age

Age of Driver	# of Drivers in F&I Crashes	% of Total F&I Crashes	# of Licensed Drivers	% of Total Drivers	Over/Under Representation*
19 and Under	4,439	12.45%	165,178	5.79%	2.15
20-24	4,746	13.31%	267,962	9.39%	1.42
25-34	7,010	19.66%	556,869	19.52%	1.01
35-44	6,500	18.23%	540,132	18.93%	0.96
45-54	5,807	16.29%	553,508	19.40%	0.84
55-64	3,230	9.06%	368,702	12.92%	0.70
65 and Over	3,924	11.01%	400,717	14.05%	0.78
Total	35,656	100.00%	2,853,068	100.00%	

Age of Driver	# of Drivers in F&I Crashes	% of Total F&I Crashes	# of Licensed Drivers	% of Total Drivers	Over/Under Representation*
15 & YOUNGER	50	0.14%	15,791	0.55%	0.25
16	743	2.08%	28,614	1.00%	2.08
17	1,204	3.38%	35,591	1.25%	2.71
18-19	2,442	6.85%	85,182	2.99%	2.29
20-24	4,746	13.31%	267,962	9.39%	1.42
25-34	7,010	19.66%	556,869	19.52%	1.01
35-44	6,500	18.23%	540,132	18.93%	0.96
45-54	5,807	16.29%	553,508	19.40%	0.84
55-64	3,230	9.06%	368,702	12.92%	0.70
65-74	1,627	4.56%	219,964	7.71%	0.59
75 & older	2,297	6.44%	180,753	6.34%	1.02
Total	35,656	100.00%	2,853,068	100.00%	

Drvs 20 &
21
101,047

Ages 15-19	4,439	12.45%	165,177	5.79%	2.15
Ages 15-21	6,587	18.47%	266,224	9.33%	1.98

Source of # of Licensed Drivers - DMV report (Unknown Age added into 75&Older)

Source: Oregon Traffic Accident Summary (Chart No. 7, pg 25)

Age of Driver	All Crashes	Fatal Crashes	Inj Crashes
15 & YOUNGER	133	3	47
16	1,878	7	736
17	2,839	12	1,192
18-19	5,586	37	2,405
20-21	5,000	26	2,122
22-24	6,095	32	2,566
25-34	16,689	96	6,914
35-44	15,625	83	6,417
45-54	14,707	101	5,706
55-64	8,417	67	3,163
65-74	4,366	40	1,587
75 & older	3,938	48	1,332
Not Stated	3,650	3	914
Totals	88,923	555	35,101

35,656

Appendix E

Driver and Traffic Safety Education and the Nine Characteristics of High Performing Schools

Research has shown that there is no silver bullet– no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to have the following nine characteristics:

1. Clear and Shared Focus

Everybody knows where they are going and why. The vision is shared – everybody is involved. The vision is developed from common beliefs and values, creating a consistent focus on preparing young drivers.

2. High Standards and Expectations

Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

3. Effective School Leadership

Effective leadership is required to implement change processes within the driver and traffic safety education program DTSE. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the school district office and commercial school owners. Effective leaders advocate, nurture, and sustain a culture and instructional program conducive to student learning and staff professional growth.

4. Supportive Learning Environment

The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

5. High Level of Community and Parent Involvement

There is a sense that all DTSE stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort of preparing new drivers.

6. High Levels of Collaboration and Communication

There is constant collaboration and communication between and among teachers. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

7. Frequent Monitoring of Teaching and Learning

Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student driver performances and also to improve the instructional program.

8. Curriculum, Instruction and Assessment Aligned with Standards

Curriculum is aligned with national standards established by the American Driver and Traffic Safety Education Association and the National Institute for Driver Behavior. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

9. Focused Professional Development

Professional development for all educators is aligned with the school's and district's common focus, objectives, and high expectations. It is ongoing and based on high need areas.

Appendix F

OREGON'S DRIVER AND TRAFFIC SAFETY EDUCATION PROGRAM

Develop Vision - Set Goals - Develop Strategies - Get Results

Vision for Reaching More - The Need for Quality Driver Education '04

Efficient & effective driver performance skills, habits and attitudes for every student - few exceptions, few excuses

Goals-Train 20,000 new drivers in DTSE and 300 teachers by 2004

Every student becomes a competent, caring, productive, and responsible TSE citizen who is committed to improve driver performance throughout life.	Restructure the Driver & Traffic Safety Education system to support very high performance for all students.	Attract, support, and develop the most effective Driver and TSE teachers in the state.	Parents, educators, students and other citizens create powerful partnerships to support teaching and learning in every community.
NIDB Driver Risk Cur. CD Habit Training ADTSEA Standards	New OARs; School Res. Advisory Committee Web Newsletter	Master Training Update WOU Courses Task Force Rec.	Parent Res. Guide Revised the Road DE Support Handbook

Strategies

1. Establish high standards for what students should know and be able to do.
NIDB Cur. CD and ADTSEA Standards.; Effective Schools Research
2. Transform learning experiences so that all students meet the standards.
Master Training Update; New OARs; Effective Schools Research
3. Hold the system accountable for student learning.
New OARs; National Standards; Advisory Committee
4. Manage for high performance at the state and local levels.
New & Revised OARs; National Standards
5. Reshape TSE finance and governance.
New & Revised OARs
6. Fuel change with high-quality professional development.
OTSEA Conf; Master Training Update; NIDB Cur. CD & Demonstration Project
7. Engage public support for the changes that are needed.
Facts Booklet; Advisory Committee; Parent Resource Guide
8. Guarantee children and their families the support they need to succeed.
Tuning Up; Parent Res. Guide; Revise Road to Skilled Driving